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ABSTRACT

Patterns that emerged from reviewing 11 syllabi for courses on the community college are discussed, and three sample syllabi are presented. These courses are offered as part of graduate level studies in the field of higher education administration. The most commonly used course titles were "The Two-Year College" and "The Community Junior College." Subject emphases common to graduate course syllabi included: history and philosophy of the community college, social context, mission and goals, types of two-year colleges, organization and administration, governance, academic programs, special programs and services, instruction, student services, faculty and staff, students, instructional techniques, finance, facilities, and special problems and issues. Most syllabi reflect instructor efforts to provide a survey and overview of the two-year college in America through distributed readings, research papers, and bibliographic summaries. Unique directions for the future center on the application of concepts to practice, and analyses of issues and problems in the context of changing social and economic conditions through instructional techniques such as case studies, practitioner workshops, catalog analyses, college visitations, and simulation exercises. A list of primary works used as foundation and supplementary readings are identified. Sample syllabi are included from three institutions: Florida State University, University of Michigan, and University of North Carolina. A list of members of the course syllabi network is included. (SW)

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Clearinghouse for Course Syllabi in Higher Education

COMMUNITY COLLEGE

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A Project of the
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1986

COMMUNITY COLLEGE

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NATIONAL HIGHER EDUCATION NETWORK
FOR COURSE SYLLABI

ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

COMMUNITY COLLEGE

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- Florida State University
- University of Michigan
- University of North Carolina

Executive Summary

Following a call for higher education graduate course syllabi issued by the Association for the Study of Higher Education in April 1985, eleven syllabi were received and reviewed with a specific focus on the community college. The objective of the review was to identify elements of congruence and differentiation in the field with respect to course titles and emphases, major works and resources in use, syllabi models for consideration, common and unique dimensions of syllabi, and trends and observations. The most commonly used course titles were "The Two-Year College" and the "Community-Junior College". Subject emphases common to graduate course syllabi included: history and philosophy of the community college, social context, mission and goals, types of two-year colleges, organization and administration, governance, academic programs, special programs and services, instruction, students and student services, faculty and staff, finance, facilities, and special problems and issues. Most syllabi reflect instructor efforts to provide a survey and overview of the two-year college in America through distributed readings, research papers and bibliographic summaries. Unique directions for the future center on the 1) application of concepts to practice and 2) analysis of issues and problems in the context of changing social and economic conditions through instructional techniques such as case studies, practitioner workshops, catalog analyses, college visitations, and simulation exercises. A variety of resources including books, monographs, periodicals, and research reports are used for foundation and supplementary reading. Exemplary syllabi are included to illustrate methods of syllabi construction currently in use in college and university graduate courses devoted to the community college.

Introduction

In February 1985, the Association for the Study of Higher Education (ASHE) initiated a national higher education network for course syllabi. As part of this effort, twenty-one content areas were identified and knowledgeable professionals were selected to review and synthesize course syllabi. The "Community College" was one content area selected for review.

Following a call for syllabi issued to ASHE members in April/May 1985, eleven syllabi were received and reviewed with a specific focus on community colleges. The objective of the review was to identify elements of congruence and differentiation in the field with respect to course titles and emphases, major works and resources in use, syllabi models for consideration, and trends and observations. The review and synthesis is organized into five sections and an Appendix containing exemplary syllabi. These sections are the following:

- Course Titles and Emphases
- Course Objectives
- Common and Unique Dimensions
- Trends and Observations
- Resources

Synthesis of Syllabi

Course Titles and Emphases. The most commonly used course titles reflected in syllabi for community college graduate courses are "The Two-Year College" or "The Community/Junior College." A small number of syllabi employ course titles reflective of a survey approach to the study of postsecondary education with the community college represented as one dimension for study. A core set of subject emphases are reflected in virtually all syllabi with attention directed to the following topics: history and philosophy of the community college movement, social context, mission and goals, types of two-year colleges, organization and administration, governance, academic programs, special programs and services, instruction, student services, faculty and staff, students, instructional techniques, finance, facilities, and special problems and issues. Special efforts are noted in two syllabi to provide advanced instruction in leadership and governance (University of Michigan) and environmental scanning and planning (University of North Carolina).

Course Objectives. A discernible pattern of course objectives are in evidence in most, if not all, syllabi. In several it is apparent that professors in different universities exchanged syllabi during the process of course development as a method for course improvement. A general statement of objectives included in community college graduate course syllabi would focus on the: 1) development of career and professional knowledge in students through exposure to books, articles and reports; 2) development of critical thinking ability through preparation of papers, summaries, and analytical reports; 3) development of problem solving capacities through familiarity with concepts in literature and practice; and 4) development of communication skills through speaking and writing focused on problems and issues in the community college. Most course objectives focus on an introduction and overview of the community college and its role in the American system of higher education. Specific objectives presented in most syllabi include the following:

- Identification of important factors which contribute to the development and expansion of the two-year college in the United States.
- Articulation of the changing roles served by the two-year college within the American system of higher education.
- Familiarity with research, important literature, and leaders and their contributions which advance understanding of the role, philosophy and functions performed by the two-year college.
- Identification of important characteristics of the two-year institution, its students, philosophy and goals, faculty and staff, and finance patterns.
- Recognition of the organizational and governance patterns of the two-year institution.
- Definition of the major categories of curricular offerings of the two-year college, their functions and related issues.
- Understanding of concepts important for governance and leadership in the two-year college with particular reference to current problems and issues facing institutions.
- Recognition of roles and perspectives characteristic of faculty and administrators and the function of trustees in institutional governance.
- Knowledge of the contribution of individual disciplines and specializations to institutional vitality.
- Identification of current and future issues facing two-year colleges and their impact on institutional positioning with revenue sources, student markets, and public policy organizations.

Common and Unique Dimensions. Most graduate course syllabi reflect instructor efforts to provide a survey and overview of the two-year college in

American society. Toward that end distributed readings, research papers, and bibliographic summaries are used to enhance knowledge. In a number of syllabi, a requirement of class reports and discussion group activity is used to facilitate exchange of ideas and exploration of issues by students. Characteristically, an essay-type final examination is used to evaluate student performance. The final grade is a composite of student performance on one or more research papers, completion of reading (bibliographic summaries), class attendance, participation in discussion, and performance on the final exam. Unique dimensions reflected in the syllabi are organized around the application of literature - based concepts to practice. Instructional techniques such as case studies focused on specific institutional settings, practitioner workshops devoted to a particular theme or issue, catalog analyses, college visitations, and simulation exercises of institutional planning and development are used to acquaint students with the transfer of concepts into practice.

Trends and Observations. The single most important trend noted in community college graduate course syllabi is the expanding focus on 1) application of concepts to practice and 2) analyses of issues and problems in the context of changing social and economic conditions. Increasing emphasis is placed on campus visitations and case studies as a method to translate concepts into practice. Team activities are used to undertake a comprehensive approach to analysis of issues. Of significance in future syllabi construction will be in-depth analysis of the mission, role, and functions of two-year colleges in a changing social context. What should be the future mision of the community college? What role and functions should it perform in a changing social context? What are the implications of change in mission, role and functions for two-year college governance, finance, programs and services, organization and administration, and public relations?

Resources. The major work used as foundation reading in community college graduate course syllabi is The American Community College by Arthur Cohan and Florence Brawer. Secondary works identified in syllabi include Profile of the Community College by Charles Monroe, The Junior College: Progress and Prospect by Leland Medsker, Financing Community Colleges, by Walter Garms, Breaking the Access Barriers: A Profile of Two-Year Colleges by Leland Medskev and Dale Tillery, and Values, Vision and Vitality by Edmund Gleazer. Periodical and sourcebook readings are assigned by most professors as a supplement to foundation material in textbooks. Among the major periodicals and sourcebooks cited in most syllabi are the Community and Junior College Journal, Community College Review, Community College Quarterly of Research and Practice, NCRP Journal, New Directions for Community Colleges (Jossey-Bass), and the Horizons Monograph Series. Supplementary readings which are commonly recommended for the development of foundation knowledge in relationship to the community college, are the following:

Alfred, R.L. (1979). Impacts of the Community and Junior College on Students. Iowa City: American College Testing Program.

Carnegie Commission on Higher Education. (1970). The Open Door Colleges: Policies for Community Colleges. New York: McGraw-Hill.

Blocker, C.B., Richardson, R.C. and Plummer, R. (1965). The Two-Year College: A Social Synthesis. Englewood Cliffs: Prentice-Hall.

Cosand, J.B. (1979). Perspective: Community Colleges in the 1980's. Washington, D.C.: AACJC.

Cross, K.P. (1971). Beyond the Open Door. San Francisco: Jossey-Bass.

Cross, K.P. (1981). Adults as Learners. San Francisco: Jossey-Bass.

Gleazer, E.G., Jr. (1968). This Is the Community College. Boston: Houghton Mifflin.

Gleazer, E.G., Jr. (1980). The Community College: Values, Vision, and Vitality. Washington, D.C.: American Association of Community and Junior Colleges.

Gollattscheck, J.F. et al (1976). College Leadership for Community Renewal. San Francisco: Jossey-Bass.

Harlacher, E.L. (1969). The Community Dimension of the Community College. Englewood Cliffs: Prentice-Hall.

Koos, L.V. (1971). The Community College Student. Gainesville: University of Florida Press.

Moore, W., Jr. (1970). Against the Odds. San Francisco: Jossey-Bass.

Moore, W., Jr. (1971). Blind Man on a Freeway. San Francisco: Jossey-Bass.

O'Banion, T. and Thurston, A. (1972). Student Development Programs in the Community Junior College. New York: Prentice-Hall.

Ogilvie, W.K., and Raines, M.R. (1971). Perspectives on the Community Junior Colleges. New York: Meredity Corp. (Appleton-Century-Crofts).

Richardson, R.C., Blocker, C.B., Bender, L.W. (1972). Governance for the Two-Year College. Englewood Cliffs: Prentice-Hall.

Roueche, J.E., and Pitman, J.C. (1972). A Modest Proposal: Students Can Learn. San Francisco: Jossey-Bass.

Roueche, J.E. (1980). Holistic Literacy in College Teaching. New York: Media Systems.

Thornton, J.W., Jr. (1972). The Community Junior College. (3rd edition). New York: John Wiley.

Wattenbarger, J.L., and Cage, B.N. (1972). More Money for More Opportunity. San Francisco: Jossey-Bass.

Wilms, W.W. (1975). Public and Proprietary Vocational Training: A Study in Effectiveness. Lexington, MA: D.C. Heath.

In recent months, two new books have been published with considerable impact on the two-year college literature:

Renewing the American Community College by William Deegan and Dale Tillery (Jossey-Bass, 1985) and The Community College Presidency by George Vaughan (ACE/Macmillan series on Higher Education, 1986).

These foundation works have become the subject of increasing interest among professors seeking up-to-date analyses of the stature and prospects for American two-year college. Alone, or in combination, they could become required reading in graduate education courses devoted to the community college.

List of Course Syllabi

Bernard M. Baruch College
BDU 9535 The Community College: Purposes, Programs and Administration

University of Florida
BDH 6053 The Community Junior College in America

Florida State University
EDH 5054 Post-Secondary Education: Survey and Overview

University of Kansas
EPA 840 The Community-Junior College

Loyola University of Chicago
CDHE 428 The Junior and Community College

University of Michigan
G 603 The Community College

University of Michigan
G 800 Advanced Community College Seminar

University of North Carolina
EDCI 260 The Two-Year College

Oklahoma State University
BAHED The Community Junior College

Ohio State University
BA 815 The Community College

Ontario Institute for Studies in Education
1805 F The Community College

Exemplary Syllabi

Florida State University
(Professor Louis Bender)

University of Michigan
(Professor Richard L. Alfred)

University of North Carolina
(Professor James L. Morrison)

THE UNIVERSITY OF MICHIGAN -- SCHOOL OF EDUCATION

Center for the Study of Higher Education

G603 -- THE COMMUNITY COLLEGE
Fall 1984

Professor Richard L. Alfred

COURSE OBJECTIVES

G603 The Community College is an introductory lecture-discussion course on the two-year college in the United States. The emphasis of the course is on the public community college with a comprehensive educational program including, but not limited to, career education, general education, community services, basic skills education, and student development services. Consideration will also be extended to other types of two-year institutions such as private junior colleges, technical institutes, and lower division institutions affiliated with four-year colleges and universities.

The purpose of this course is to provide the student with theoretical and practical knowledge relative to the history, philosophy, students, staff, services and patterns of organization of the public community college. A problem centered approach will be used to examine current data from the literature as a method of analyzing national trends in the two-year college. The following specific course objectives have been established:

1) Given the limits of one topic area, input from the instructor and fellow students, and a bibliography of pertinent literature, the learner will (a) identify an issue for the topic area; (b) develop a proposal for gathering data about the issue; (c) relate the data to the literature or a campus of a selected community college; (d) analyze and interpret these data collected; and (e) submit the results of the study to the instructor using an established format and calendar for reporting.

2) Through lectures by the instructor, review of relevant literature, classroom discussion and reports from fellow students, the learner will demonstrate a basic understanding of the community college including the following areas: (a) history and philosophy; (b) social context; (c) student characteristics and needs; (d) governance and collective bargaining; (h) finance and control, by certifying to the instructor that his/her questions in these areas have been satisfactorily answered and by contributing to the discussion in these areas.

3) The class will demonstrate proficiency in understanding key community college concepts through relating them to examples from the literature or a selected community college(s) through an organized workshop late in the semester and a written examination during the last week of the semester.

4) The learner will prepare a written evaluation of the course for the instructor for the last class session indicating strengths of the course, weaknesses of the course, and recommendations for improvement.

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ANALYTICAL PAPERS

You will be expected to identify a specific and limited problem in two areas related to the community college. After defining the problem with the aid of class sessions and appropriate readings, you will develop a conceptual foundation for analysis of the problem and a field research design for collection of data. The data and/or literature-based observations should be reported and analyzed according to the format presented below. The analytical paper should be no less than eight (8) pages and should not exceed fifteen (15) pages.

Format

Title

Background and Statement of the Problem

- statement of the problem
  why is there a concern about this problem?
- specific issues that relate to this problem
  what information is required to address the issues?

Conceptual Foundation

- what theory appears to provide the most appropriate frame of reference through which the problem can be analyzed?
- alternative theorems which could be utilized to examine the problem
- brief statement of theory and application to the problem

Review of the Literature

- what body of literature applies to the problem?
- brief review of pertinent literature

Procedure and Methodology

- procedures used to examine the literature or obtain data (for a field research project)

Findings

- conclusions and observations that were derived through review of the literature or examination of field research data

Implications and Significance

- what implications do the findings connote in terms of community college administration, instruction, and/or organizational functioning?

- implications for future research?

Bibliography

- list the resources used in identifying the problem and developing the paper

MAJOR AREAS FOR ANALYTICAL PAPER

The analytical paper is to be written for any of two of the four areas presented below:

Area I: Students and Student Services

Sample Topics:
- Characteristics of Day Versus Evening Students
- Students Use of Financial Aid
- Goals of Students Attending Community Colleges
- Students' Reaction to Student Government
- Career Development and Student Counseling

Area II: Teaching and Learning

Sample Topics:
- Academic Preparation of Career Program Faculty
- Instructional Innovation in the Community College
- The Performance of Community College Graduates at Four Year Schools
- Starting New Career Programs
- Student Use of a Learning Resources Center
- Effectiveness of Remedial Programs

Area 3: Organization and Administration

Sample Topics:
- Faculty Attitudes Toward Collective Bargaining
- The Use of Faculty Committees in College Governance
- The Formal Process of Decision Making in a Community College
- The Functions of the Department Chairperson
- Faculty Evaluation and the Promotion Process
- The Informal Organization

Area 4: The External Environment

Sample Topics: Socioeconomic Impact of the Community College'
Community Involvement in Institutional Decision Making
Assessment of Community Educational Needs

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COURSE OUTLINE

I. Introduction (September 10)

- Organization of the course
- Statement of student interests, background experience, and career aspirations
- Description of the two-year college movement and the comprehensive community college
- Social forces and the comprehensive community college

Readings:

Cohen and Brawer: Chapter I
Monroe: Chapter I
Blokcer, Plummer and Richardson (Bibliography)

Others:

Bogue, J.P. The Community College. New York: McGraw-Hill, 1950.
Carnegie Commission of Higher Education. The Open Door College. New York: McGraw-Hill, 1970.
Cohen, Arthur. A Constant Variable: New Perspectives on the Community College. San Francisco: Jossey-Bass, 1971.
Gleazer, Edmund J. This Is the Community College. New York: Houghton Mifflin Co., 1970.
Knoell, Dorothy M. and Leland L. Medsker. Factors Affecting Performance of Transfer Students from Two- and Four-Year Colleges. Cooperative Research Project, Center for the Study of Higher Education, University of California, Berkeley, 1964.
Medsker, Leland and D. Tillery, Breaking the Access Barrier: A Profile of Two-Year Colleges, Carnegie Commission on Higher Education, McGraw-Hill Book Co., New York, 1971.
Thornton, James. The Community Junior College. New York: John Wiley and Sons, 1972.

II. Growth and Development of the Community College Movement (September 17)

- Origin and development of public and non-public two-year colleges
- Patterns of development characteristic of different types of two-year institutions

- State-by-state differences in patterns of development
- Current status of community colleges in terms of development opportunities, philosophy, objectives, social forces, and constraints regulating development

Readings:

Medsker: Chapter 8 (Bibliography)
Medsker and Tillery (Bibliography) Chapter 2
Carnegie Commission, The Open Door College (Bibliography)

Others:

Refer to bibliography listings for Section I.

III. Objectives, Functions, and Programs of the Community College (September 24)

- Comprehensive role of the public community college
- Curriculum development and educational mission
- Open door admissions -- issues and trends
- College parallel (transfer) programs
- Career education (occupational) programs
- General education and developmental education
- Continuing education and community services
- Educational planning, development, and evaluation
- Issues related to community college objectives, functions and programs

Readings:

Cohen and Brawer: Chapters 8, 9, 10, 11, and 12
Monroe: Chapters 2, 3, 4, 5, 6, 7, and 8
Vaughn: Questioning the Community College Role (New Directions)
Medsker: Chapter 3 (Bibliography)
Medsker and Tillery (Bibliography)
Blocker, Plummer and Richardson (Bibliography)

Others:

Cohen, Arthur. College Responses to Community Demands. San Francisco: Jossey-Bass, 1975.
Gleazer, This Is the Community College.

Harlacher, Ervin L. "New Directions in Community Service," Junior College Journal, March 1968.
Harris, Norman C. Technical Education in the Junior College. American Association of Junior Colleges, 1964.
Harris, Norman C. Technical Education in Michigan Community Colleges. School of Education, The University of Michigan, 1965.
Harris, Norman C. Updating Occupational Education. New Directions for Community Colleges series, No. 4. San Francisco: Jossey-Bass, 1973.
Harris, Norman C. and Grede, John. Career Education in Colleges. San Francisco: Jossey-Bass, 1977.
Holcomb, Hope. Reaching Out Through Community Service. New Directions for Community Colleges series, No. 14. San Francisco: Jossey-Bass, 1976.
Kintzer, Frederick C., "Articulation Is an Opportunity," Junior College Journal, April, 1967.
Thornton, The Community Junior College, Chapters 5 and 15

IV. Community College Students and Student Services (October 1)

- Community college students and their subcultures
- Characteristics of community college student population(s)
- Academic aptitude versus educational aspirations ("cooling-out")
- College attendance, persistence, and attrition
- Student development services

    counseling and guidance
    student activities
    placement and follow-up
    financial aid
    records, admissions, and registration
    information services and testing

- Issues in community college student services

Readings:

Cohen and Brawer: Chapters 2 and 7
Monroe: Chapters 9, 10, 11, and 12
Heerman, Serving Lifelong Learners (New Directions)
Medsker: Chapters 2, 4, 5, and 6 (Bibliography)
O'Banion and Thurston, Student Development Programs in the Comprehensive Community College
Alfred, Impacts of the Community and Junior College on Students
Clark, The Open Door College
Cross, The Junior College Student: A Research Description
Gleazer, Project Focus: A Forecast Study of Community Colleges

Others:

American College Testing Program, The Two-Year College and Its Students: An Empirical Report. Iowa City: ACT, 1969.
Gleazer, This is the Community College.
Knoell, Dorothy. Understanding Diverse Students. San Francisco: Jossey-Bass, 1973.
Koos, Leonard. The Community College Student. Gainesville: University of Florida Press, 1970.
Parker, Garland G. Collegiate Enrollments in American 2-year Institutions, 1977-78. Iowa City: ACT, 1978.
Thornton, The Community Junior College.

V. Organization and Administration (October 8)

- Patterns of community college organization -- local (county or municipal), regional, and state
- College service region and finance base
- Board-administration-faculty relationships
- Patterns of administrative organization (open and closed systems)
- Decision making processes and structures
- Issues and problems in administration (single campus/multi-campus, urban/rural, and local/regional/state)

Readings:

Cohen and Brawer: Chapter 4
Monroe: Chapters 15, 16, and 17
Richardson, Governance of the Two-Year College (Bibliography)
Lahti, Managing in a New Era (New Directions)

Others:

Blocker, et al., The Two-Year College: A Social Synthesis.
Cohen, Arthur M. and John E. Roueche. Institutional Administrator of Educational Leader? the Junior College President, ERIC Monograph, 1969.
Cosand, Joseph, "The Community College in a New Period of Change," AGB Reports, 1975.
Kintzer, Frederick C., Arthur M. Jensen, and John Hensen. The Multi-Institution Junior College District, ERIC Monograph, 1969.
Richardson, Richard C. et al. Governance for the Two-Year College. Prentice-Hall, 1972.
Thornton, The Community Junior College.
Zoglin, Mary Lou. Power and Politics in the Community College. Palm Springs, CA: ETC Publishers, 1976.

VI. Community College Finance, Planning, and Evaluation (October 15)

- Patterns of community college finance
- Budget development, control and operation
- Strategic and operational planning
- Philosophy and goals
- Institutional objectives
- Institutional research
- Methods of evaluation -- functions, programs and objectives
- Issues in community college finance and planning

Readings:

Cohen and Brawer: Chapter 5
Medsker: Chapter 9 (Bibliography)
Alfred (Editor), Coping with Reduced Resources (New Directions for Community Colleges) °
Garms, Financing Community Colleges (Bibliography)
Handouts

Others:

Blocker, et al., The Two-Year College: A Social Synthesis.
Carnegie Commission on Higher Education. The Open Door College. New York: McGraw-Hill, 1970.
Carnegie Council on Policy Studies in Higher Education, Low or No Tuition, San Francisco: Jossey-Bass, 1975.
Thornton, The Community Junior College.

VII. Faculty and Staff (October 22)

- Characteristics of community college faculty and staff
- Professional qualifications of community college faculty and administrators
- Professional responsibilities and identity of staff/"cosmopolitan or local"
- Salary and rank considerations/fringe benefits
- Collective bargaining -- help or hindrance
- Patterns of faculty organization

- Academic divisions, departments, and department chairpersons
- Part-time faculty
- Sources of community college faculty and administrators
- Staff development

Readings:

Cohen and Brawer: Chapter 3
Monroe: Chapter 13
Blocker, Plummer and Richardson (Bibliography)
Medsker and Tillery (Bibliography)

Others:

Cohen, Arthur M. Toward a Professional Faculty. San Francisco: Jossey-Bass, 1973.
Cohen, Arthur M. and Florence Brawer. Confronting Identity: The Community College Instructor. Englewood Cliffs: Prentice-Hall, 1972.
Cohen, Arthur M. and Florence Brawer. The Two-Year College Instructor Today. New York: Praeger, 1977.
Gleazer, This Is the Community College.
Thornton, The Community Junior College.

October 29 no class

VII. Teaching and Learning (November 5)

- Characteristics of the learning environment
- Student and faculty interests
- Approaches to instruction

  group instruction
  individualized instruction/self-paced learning
  team teaching
  systems approach to instruction/programmed learning
  learning center concept
  developmental education
  differentiated staffing

- Academic advisement
- Innovations in instruction/instructional development
- Curriculum development/internal and external subgroups

- Student outcomes/research on employment trends, transfer, stopout, attrition, student flow, etc.
- Program evaluation
- Issues in teaching and learning

Reading:

Cohen and Brawer: Chapter 6
Monroe: Chapter 14
Hammons, James, Changing Instructional Strategies, Jossey-Bass, 1977 (Bibliography)
Handouts

Others:

Blocker, et al., The Two-Year College: A Social Synthesis.
Cohen, Arthur M. and Florence B. Brawer. Measuring faculty performance.
Cohen and Brawer. Confronting Identity: The Community College Instructor.
Hammons, James. Changing Instructional Strategies, San Francisco: Jossey-Bass, 1977.
Johnson, B. Lamar. Islands of Innovation Expanding. Beverly Hills, CA: Glencoe Press, 1969.
Roueche, John E. and John R. Hoggs. Junior College Institutional Research: The State of the Art. ERIC Monograph, 1968.

IX. Strategic Factors in Community College Management (November 12)

- Strategic and operational factors in community college management
- Community college legislation/various state patterns
- Federal programs and funding/financial aid, institutional development grants, etc.
- State agencies and boards
- Accrediting agencies
- External pressure groups/community, state, and federal
- Organizing for strategic management

  management organization
  information systems
  questions for strategic management

Readings:

Alfred, Institutional Impacts on Campus, Business, and Community Constitutencies, New Directions for Community Colleges, Summer 1982.
Alfred, Community College Frontiers, Summer, 1979. (Bibliography)
Blocker, Plummer and Richardson (Bibliography)
Medsker and Tillery, Chapter 7, (Bibliography)
Handouts

Others:

To be determined

X. Issues for the Future (November 19)

Issues in the areas of students, programs, community, finance, facilities and staff that community colleges will face in the decade of the 80's. Issues will be identified and alternative modes of development will be described through a conjunctive process of analysis undertaken by the instructor and class.

Readings:

Cohen and Brawer: Chapter 13
Monroe: Chapter 18
Cosand, Joseph, The Community Colleges in the 1980's, AACJC Monograph (To be placed on reserve)

Others:

Bushnell, David. Organizing for Change for Community Colleges. New York: McGraw-Hill, 1973.
Harper, William A. Community, Junior and Technical Colleges: A Public Relations Sourcebook. Washington, DC: Hemisphere, 1977.
Thornton, The Community Junior College,

XI. Conclusory Examination (To be determined)

XII. Semester - End workshop (To be determined)

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G603 -- THE COMMUNITY COLLEGE
Fall 1984

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Community College Frontiers
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Chronicle of Higher Education
Educational Record

Texts (purchase required):

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Suggested Additional Readings:

Blocker, Clyde, Plummer, R., and Richardson, R., The Two-Year College: A Social Synthesis, Englewood Cliffs: Prentice-Hall, 1965.
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Additional Basic References:

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Community College Frontiers. Quarterly journal published by Governors State University and Sangamon State University, Springfield, Illinois.

Community and Junior College Research Quarterly. Hemisphere Publishing Corporation, Washington, DC.

Community College Review. Quarterly publication published by North Carolina State University, Raleigh, North Carolina.

Topical paper, monographs, bibliographies, journals, and books. Publication lists are available from the Clearinghouse at no cost. Document searches are conducted in relationship to specific subject fields on a request basis. Topical papers in series entitled Junior College Resource Review.

New Directions for Community Colleges. Quarterly monograph series on topics of current interest published by Jossey-Bass in association with the ERIC Clearinghouse for Junior Colleges. Available in University of Michigan libraries and on microfiche in ERIC Library.

General Notes

A Final examination -- take home variety -- will be administered during the last three weeks of the class. Three questions will be presented, any

two of which must be answered through demonstrated command over theoretical concepts, the community college literature, and analytical procedures and practices.

Grading will be on an A through E basis. The analytical paper will be evaluated as superior, acceptable, or unacceptable. The same procedure will be followed in evaluating the final examination. The final grade will be determined by weighting class participation, analytical papers, and the final examination with approximately one-third of the course grade determined through student performance in each area.

New Directions Quarterly Sourcebooks

New Directions for Community Colleges is one of several distinct series of quarterly sourcebooks published by Jossey-Bass. The sourcebooks in each series are designed to serve both as convenient compendiums of the latest knowledge and practical experience on their topics as life-long reference tools.

New Directions for Community Colleges
Arthur M. Cohen, Editor-in-chief
Florence B. Brawer, Associate Editor

1973:	1.	Toward a Professional Faculty, Arthur M. Cohen
	2.	Meeting the Financial Crisis, John Lombardi
	3.	Understanding Diverse Students, Dorothy Knoell
	4.	Updating Occupational Education, Norman Harris
1974:	5.	Implementing Innovative Instruction, Norman Harris
	6.	Coordinating State Systems, Edmund Gleazer, Roger Yarrington
	7.	From Class to Mass Learning, William Birenbaum
	8.	Humanizing Student Services, Clyde Blocker
1975:	9.	Using Instructional Technology, George Voegel
	10.	Reforming College Governance, Richard Richardson
	11.	Adjusting to Collective Bargaining, Richard Ernst
	12.	Merging the Humanities, Leslie Koltai
1976:	13.	Changing Managerial Perspectives, Barry Heermann
	14.	Reaching Out Through Community Service, Hope Holcomb
	15.	Enhancing Trustee Effectiveness, Victoria Dziuba, William Meardy
	16.	Easing the Transition from Schooling to Work, Harry Silberman, Mark Ginsburg
1977:	17.	Changing Managerial Perspectives, Barry Heermann
	18.	Assessing Student Academic and Social Progress, Leonard Baird
	19.	Developing Staff Potential, Terry O'Banion
	20.	Improving Relations with the Public, Louis Bender, Benjamin Wygal
1978:	21.	Implementing Community-Based Education, Ervin L. Harlacher, James F. Gollattscheck
	22.	Coping with Reduced Resources, Richard Alfred
	23.	Balancing State and Local Control, Searle F. Charles
	24.	Responding to New Missions, Myron A. Marty
1979:	25.	Shaping the Curriculum, Arthur M. Cohen
	26.	Advancing International Education, Maxwell C. King, Robert L. Breuder
	27.	Serving New Populations, Patricia Ann Walsh
	28.	Managing in a New Era, Robert E. Lahti
	29.	Serving Lifelong Learners, Barry Heermann, Cheryl Coppeck Enders, Elizabeth Wine
1980:	30.	Using Part-Time Faculty Effectively, Michael Parsons
	31.	Teaching the Sciences, Arthur B. Cohen
	32.	Questioning the Community College Role, George Vaughn
	33.	Occupational Education Today, Kathleen Arns
1981:	34.	Women in Community Colleges, Judith Eaton
	35.	Improving Decision Making, Mantha Mehallis
	36.	Marketing the Program, William Keim

37. Organization Development: Change Strategies, James Hammons

1982:
38. Institutional Impacts on Campus, Community, and Business Constituencies, Richard L. Alfred
39. Improving Articulation and Transfer Relationships, Frederick C. Kintzes
40. General Education in Two-Year Colleges, B. Lamar Johnson
41. Evaluating Faculty and Staff, Al Smith

1983:
42. Advancing the Liberal Arts, Stanley F. Turesky
43. Counseling: A Crucial Function for the 1980s, Alice S. Thurston, William A. Robbins
44. Strategic Management in the Community College, Gunder A. Myran
45. Designing Programs for Community Groups, S.V. Martorana, and William Pilend
46. Emerging Roles for Community College Leaders, Richard Alfred, et. al.

AACJC/ERIC Monographs

Brawer, Florence, Personality Characteristics of College and University Faculty: Implications for the Community College, ERIC Monograph, 1968.

Brawer, Florence, Values and the Generation Gap: Junior College Freshmen and Faculty, ERIC Monograph, 1969.

Cohen, Arthur M., and Brawer, Florence, Student Characteristics: Personality and Dropout Propensity, ERIC Monograph, 1969.

Cohen, Arthur M., and Brawer, Florence, Measuring Faculty Performance, ERIC Monograph, 1969.

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Garrison, Roger, Teaching in a Junior College: A Brief Professional Orientation, AACJC Monograph, 1969.

Harris, Norman, Technical Education in the Junior College, AACJC Monograph, 1964.

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Knoell, Dorothy, People Who Need a College: A Dropout or Students We Have Yet to Serve, AACJC Monograph, 1970.

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New Directions for Child Development
William Damon, Editor-in-Chief

New Directions for College Learning Assistance
Kurt V. Lauridsen, Editor-in-Chief

New Directions for Continuing Education
Alan B. Knox, Editor-in-Chief

New Directions for Experiential Learning
Morris T. Keeton and Pamela J. Tate, Editors-in-Chief

New Directions for Higher Education
JB Lon Hefferlin, Editor-in-Chief

New Directions for Institutional Advancement
A Westley Rowland, Editor-in-Chief

New Directions for Institutional Research
Marvin W. Peterson, Editor-in-Chief

New Directions for Methodology of Social and Behavioral Science
Donald W. Fiske, Editor-in-Chief

New Directions for Program Evaluation
Scarvia B. Anderson, Editor-in-Chief

New Directions for Student Services
Ursula Delworth and Gary R. Hanson, Editors-in-Chief

New Directions for Teaching and Learning
Kenneth E. Eble and John Noonan, Editors-in-Chief

New Directions for Testing and Measurement
William B. Schrader, Editor-in-Chief

FLORIDA STATE UNIVERSITY
College of Education
Department of Educational Leadership

EDH 5054:	Post-Secondary Education: Survey and Overview
Instructor:	Professor Louis W. Bender
Credit:	3 Semester Hours

I. PURPOSE

This course is part of the basic requirements for all masters and a prerequisite for all doctoral students in the higher education degree programs of the Department of Educational Leadership. Its basic purpose is to develop knowledge and understanding of the evolution, philosophy, nature, and trends of the various post-secondary educational programs and delivery systems of less than baccalaureate degree level. The course is intended to complement EDH 5051, "Higher Education: Basic Understandings" by completing the scope of contemporary educational opportunity beyond high school which does not necessarily meet the traditional definition of higher education.

II. OBJECTIVES

Activities carried out in this course are intended to assist the student to:

1. Differentiate the definitions and historical developments of higher education and post-secondary education.

2. Identify the events which relate most directly to the development and expansion of post-secondary education in the United States.

3. Demonstrate mastery of major studies and reports relating to post-secondary education in general and one program emphasis specifically.

4. Describe organizational patterns and financial structures for post-secondary education at local and state levels.

5. Define the career education concept and relate it to post-secondary education.

6. Defend one philosophy of post-secondary education and relate it to American higher education.

7. Relate one academic discipline to a curriculum for a post-secondary education program.

8. Analyze critically the effectiveness with which a specific post-secondary institution is achieving its objectives.

9. Design future studies of factual information and perceptions or attitudes relative to the different types of post-secondary educational programs.

10. Define the national scope and significance of post-secondary education in terms of federal legislation and federal governmental offices.

11. Identify major actions taken by national organizations concerned with the various post-secondary education delivery systems.

III. MATERIALS AND ACTIVITIES

A. Class Readings

This course will make available to students different sources and experts to assist in the examination of post-secondary education delivery systems. Each student will be expected to go beyond required readings in his/her search for additional material on each topic. Students will be asked to identify additional periodical bibliographic sources discovered during the process of individual reading. An annotated bibliography of such periodical readings should be developed by each student. See Basic and Required Readings on page iv - vii.

B. Class Reports

Class members will be assigned to report upon selected topics as the basis for class discussion. These reports should be succinct (5-10 minutes) and supported, whenever possible, with appropriate audio visual or other supplementary techniques to aid the class in understanding. Ditto or mimeographed outlines or briefs of such reports are encouraged.

C. Special Project Contract

Each person is to submit a contract proposal for a special project which will be basically library research and, in most instances, will be directed toward the solution of some particular problem to postsecondary education. The contract will enable the student to undertake a project appropriate to his/her background experience and future objectives. When accepted by the instructor, the student may work independently or in consultation with the instructor.

IV. EVALUATION

A. Class participation
B. Written report of special project
C. Examinations (oral, written, or both).

V. UNIT OUTLINE AND TABLE OF CONTENTS ..... Page

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BASIC READINGS

Call No.	Author	Title
*	Cohen, Arthur M. and Brawer, Florence B.	The American Community College, Jossey-Bass, 1982
*	Drucker, Peter	The Unseen Revolution Harper & Row, 1976
	Freeman, R.	The Overeducated American Academic Press, 1976
	Jencks, Christopher & Others	Inequality Basic Books, 1972
	Wilms, W.	Public and Proprietary Vocational Training: A Study of Effectiveness Berkeley, U. of CA., 1974
	Wirtz, Willard	The Boundless Resource New Republic Book, 1975
	Vermilye, Dyckman W., Editor	Relating Work and Education Jossey-Bass, 1977
*	Gollattscheck, James, Harlacher, Ervin, Roberts, Eleanor and Wygal, Benjamin	College Leadership for Community Renewal Jossey-Bass, 1976
	Martorana, S. V. and Kuhns, Eileen	Managing Academic Change Jossey-Bass, 1975
	Cohen, Arthur M. and Brower, Florence B.	The Two-Year College Instructor Today Praeger, 1977
	O'Toole, James	Work, Learning and the American Future Jossey-Bass, 1977
*	Bell, David	The Coming of Post-Industrial Society Basic Books, 1973
	Blocker, Clyde, Bender, Louis & Martonana, S. V.	The Political Terrain of American Postsecondary Education, 1975

Call No.	Author	Title
	Richardson, Richard C. Jr., Blocker, Clyde and Bender, Louis	Governance For The Two-Year College, Prentice Hall, 1972
Soc. LC 1045 B38	Belitsky, A. Harvey	Private Vocational Schools and Their Students Schenkman Publishing Company 1969
Soc. LB 2328	Blocker, Clyde E., Plummer, Robert H., and Richardson, Richard C., Jr.	The Two-Year College: A Social Synthesis Prentice Hall, 1965
Soc. U 408 C57	Clark, Harold F. and Sloan, Harold S.	Classrooms in the Military Institute for Instructional Improvement, Inc., Teachers College Press, Teachers College Columbia University, 1964
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Soc. HC 59 D69	Drucker, Peter F.	The Age of Discontinuity: Guidelines to Our Changing Society, Harper and Row Publishers, New York, 1969
	Goldhammer, Keith and Taylor, Robert E.	Career Education: Perspective and Promise, Charles E. Merrill Company, 1972
Soc. LB 2328 H34	Harlacher, E. L.	The Community Dimension of the Community College Prentice Hall, 1969
Soc. LC 1043 V4	Venn, Grant	Man, Education and Work American Council of Education, Washington, D.C., 1964
Soc. LB 2322 C65		Diversity by Design Commission on Non-Traditional Study, Jossey-Bass, 1973
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Call No.	Author	Title
Soc. La 132 I72	Faure, Edgar, et. al.	Learning to Be: The World of Education Today and Tomorrow, UNESCO, 1972
Soc. LB 2322 C37		Toward a Learning Society: Alternative Channels to Life, Work, and Service Carnegie Commission on Higher Education, McGraw-Hill, 1973
Soc. JX 1395 R4	Reischauer, Edwin O.	Toward the 21st Century: Education for a Changing World Knopf, 1973
Soc. LB 2328 R625	Roueche, John and Kirk, Wade	Catching Up: Remedial Education, Jossey-Bass, 1973
Soc. LB 2331 R66	Roueche, John and Pitman, John	A Modest Proposal: Students Can Learn, Jossey-Bass, 1972
Soc. U 408 H4	Heise, J. Arthur	The Brass Factories Public Affairs Press, Washington, D. C., 1969
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	Gollattscheck, James F., Harlacher, E., Roberts, E., and Wygal, B.	College Leadership for Community Renewal Jossey-Bass, 1976

*REQUIRED READINGS

Those citations identified with an asterisk above will be required readings for all in the course.

UNIT I. COURSE OVERVIEW

Session 1: Post-secondary Education Defined

1. Classical Definition of Higher Education

    (a) derivation
    (b) the university
    (c) accreditation associations.

2. Post-secondary Education: Definition

    (a) early determinants
    (b) special legislation
    (c) recent state master plans.

3. Emerging Post-secondary Institutions

    (a) area vocational technical schools
    (b) technical institutions
    (c) two-year colleges
    (d) proprietary institutions
    (e) military training schools
    (f) corporation training divisions
    (g) governmental training agencies.

Questions

1. What is your own definition of higher education? How does it differ from the definition of post-secondary education?

2. Have accreditation associations or state master plans had the greatest influence on determining the definition of post-secondary education?

3. What major federal legislation has enunciated a new national policy toward post-secondary education?

Readings

1. Brubacher, John and Willis Rudy, Higher Education in Transition, Harper and Row, New York, 1968.

2. Faure, Edgar, et al., Learning to Be: The World of Education Today and Tomorrow, UNESCO, 1972.

Session 2: The Two-Year College

1. Types of Two-Year Colleges

   (a) Junior College
   (b) Branch Campus
   (c) Community College.

2. The Branch Campus

   (a) Nature and Evolution
   (b) Programs
   (c) Students
   (d) Faculty
   (e) Finance.

3. The Private Junior College

   (a) Characteristic Functions
   (b) Mission/Purpose
   (c) Problems and Issues
   (d) Future and Trends.

Questions

1. What was the origin of the junior college?

2. Differentiate between the private and the public junior college and explain its implication.

3. Compare the historic branch campus structure and the present multi-campus organization of two-year institutions.

Readings

1. Thornton, James, The Community Junior College, Second edition, New York, New York, 1966.

2. Burnett, Collins, The Two-Year Institution in American Higher Education, Lexington, KY., University of Kentucky, pp. 22-44, 61-75.

3. Gleazer, Edmund G., Project Focus: A Forecast Study of Community Colleges, Chapter X (Private Independent Junior Colleges).

4. Gollattscheck, James F., et al., College Leadership for Community Renewal, Jossey-Bass, 1976.

UNIT II. HISTORICAL AND CONCEPTUAL FRAMEWORK

Session 1: Historical Philosophic Foundations

1. Aristotelian, Elitism, Utilitarianism, Meritocracy, Egalitarian, Philosophies.

2. Rationalist (man must be appropriate for education) vs. Realist (education must be appropriate) views.

3. Socio-political Influences

   (a) The Colonial Period
   (b) The Agrarian Period
   (c) The Industrial Period
   (d) The Technological Period
   (e) The Contemporary Setting.

4. Socio-economic Influences

   (a) The Colonial Period
   (b) The Agrarian Period
   (c) The Industrial Period
   (d) The Technological Period
   (e) The Contemporary Setting.

5. Legislative Influences

   (a) Morrill Act
   (b) Smith-Hughes Act
   (c) George-Braden Act
   (d) Federal Legislation of 1960s
   (e) Federal Legislation of 1970s.

Questions

1. How did the concept of "born to lead" develop?

2. What implication did the "born to lead" philosophy have on the educational system?

3. What evidence exists that the concept still is a substantial influence on higher education?

4. Explain the separatism which developed between academic and vocational education.

Readings

1. Brubacher and Rudy, Higher Education in Transition, Chapter XIV.

2. Venn, Man, Education and Work, Chapters I, II, and V.

3. Carnegie Commission, Toward a Learning Society, Chapters I-V.

Session 2: Historical-Political Development

1. Historic Concept of Terminal Education vs. Contemporary Concept of Life-long Education.

2. Historic Concept of Education vs. Training.

3. Attitudinal Views of Academic, General, and Vocational Education.

4. Political Views of Academic vs. Occupational Education.

5. Federal Role and Jurisdictions.

6. State Role and Jurisdictions.

7. Local Role and Jurisdictions.

Questions

1. What was the meaning of terminal education in this historical context?

2. What socio-political attitudes developed between academic and vocational education?

3. What was the major force in bringing identity to vocational education in the United States?

4. What will the history books say the contemporary post-secondary educational system of the United States looked like during the decade of the 1970s?

Readings

1. Drucker, The Age of Discontinuity: Guidelines to Our Changing Society, Part IV, The Knowledge Society, Chapter XII through XVII.

2. Venn, Man, Education and Work, Chapters III and VII.

3. Knowles, Asa, Handbook of College and University Administration, Academic Volume, Sections 5-35 - 5-59.

4. Alford, Harold J., Continuing Education in Action, Chapters I and VII, New York, Wiley, 1968.

5. Reischauer, Edwin, Toward the 21st Century: Education for a Changing World.

UNIT III: POST-SECONDARY OCCUPATIONAL EDUCATION

1. Philosophic Foundations of Career Education Concept

   (a) Life Roles: Family/Home, Citizen, Church, Avocation/Recreation, Work
   (b) Predominant Role
   (c) Preparation Phase: Specialization
   (d) Maintenance Phase: Updating
   (e) Renewal/Redirection Phase: Recycle/Retrain.

2. Umbrella Concept of Career Education

   (a) Fantasy Phase: Awareness
   (b) Discovery Phase: Exploration
   (c) Preparation Phase: Specialization
   (d) Maintenance Phase: Updating
   (e) Renewal/Redirection Phase: Recyle/Retrain.

3. Occupational Education as a Part of Career Education.

4. Articulation of Secondary and Post-secondary Occupational Education

   (a) Problems, Issues
   (b) Practices, Trends.

5. Occupations Spectrum

   (a) Skill Training
   (b) Technical Training
   (c) Middle Manpower
   (d) Preprofessional Level.

Questions

1. Why was it necessary for the career education concept to be promulgated by the U. S. Office of Education?

2. What major deterrents to the career education concept exist?

3. Differentiate between occupational education and the career education concept.

4. Is skill training an appropriate part of post-secondary education? Explain your answer.

Readings

1. Goldhammer and Taylor, Career Education: Perspective and Promise.

2. Holt, Kenneth B. and others, Career Education, What It Is and How To Do It, Salt Lake City, Olympus Publishing Company, 1972.

UNIT IV: ADULT, CONTINUING EDUCATION/COMMUNITY SERVICE

Session 1: Adult and Continuing Education

Part A. Adult Education

1. Adult Education Defined.

2. Philosophy of Adult Education.

3. Nature of the Adult Student

   (a) Characteristics
   (b) Variables of Development Over Life Span
   (c) The Senior Citizen.

4. Range of Adult Education Opportunities

   (a) Institutions
   (b) Agencies
   (c) Organizations.

Part B. Continuing Education

1. Definition.

2. Evolution and Philosophy.

3. Sponsoring Institutions

   (a) University
   (b) Community College
   (c) Other.

4. Nature of Programs.

Questions

1. What has been the range of definitions of adult education?

2. Why is adult basic education the popular stereotype perceived by the public?

3. How does continuing education and adult education relate?

4. What range of agencies, institutions, and groups typically sponsor adult and continuing education?

Readings

1. Harlacher, The Community Dimension of the Community College.

2. Knowles, The Handbook of Adult Education in the United States.

3. Bushnell, David S., Organizing for Change: New Priorities for Community Colleges, New York: McGraw-Hill, 1973.

4. Commission on Non-Traditional Study, Diversity by Design, Jossey-Bass, 1973.

Session 2: Community Service

1. Definition.

2. Evolution and Philosophy.

3. Harlacher Typology

   (a) Community Use of Facilities
   (b) Community Educational Services
   (c) Community Development
   (d) Cultural and Recreational Activities.

4. Sponsorship

   (a) Educational Institution
   (b) Community Agencies
   (c) Problems and Conflicts.

5. The Learning Pavilion Concept - Carnegie Commission Report.

6. Problems and Issues.

Questions

1. Explain the opposition of some educators to the community service function.

2. What limitations should be imposed upon the community service function of two-year institutions?

3. What funding patterns are typically followed for community service activities?

Readings

1. Harlacher, The Community Dimension of the Community College.

2. Palinchak, Robert, The Evolution of the Community College, Metuchen, New Jersey, The Scarecrow Press, 1973.

3. Knoell, Dorothy and McIntyre, Charles, Planning for the Community College, San Francisco, 1974.

4. Carnegie Commission on Higher Education, Less Time, More Options, New York: McGraw-Hill, 1971.

5. Harlacher, Ervin L. "New Direction for Community Services," Junior College Journal, March 1968, pp. 12-17.

6. Gollattscheck, James F., et al., College Leadership for Community Renewal, Jossey-Bass, 1976.

UNIT V. PUBLIC VOCATIONAL-TECHNICAL INSTITUTIONS

Session 1: State and Federal Level

1. State Plans

    (a) Manpower Requirements: Problems of
    (b) Program Coordination
    (c) Special High Cost Programs.

2. State Coordination and Governance Provisions

    (a) Advisory Committee
    (b) Public-policy Body
    (c) Relationship to Federal Program
    (d) Relationship to Local Institution.

3. Organization and Administration.

4. Finance

    (a) Federal
    (b) State
    (c) Local.

5. Impact of Federal legislation.

6. Trends and Futures.

Questions

1. What was the result of required state plans for vocational education on the post-secondary structure nationally?

2. Explain the conflict which has developed between state directors of vocational education and state directors of public two-year colleges.

3. What arguments exist for maintaining separatism and what arguments exist for developing a unified program at the state level?

Readings

1. Vocational Education Act of 1963.

2. Title X, Education Amendments of 1972.

3. Vocational Education Act of 1975.

4. Education Amendments of 1976.

5. Bender, Louis W., Federal Regulation and Higher Education, ERIC/Higher Education Research Report No. 1 AAHE, 1977.

Session 2: Institutional Level

1. Area Vocational Schools/Centers

    (a) Secondary and Post-secondary Programs
    (b) Secondary Students and Adults
    (c) Certificates, Diplomas.

2. Technical Institutes

    (a) Nature of Programs
    (b) Sponsorship
    (c) Evolution.

3. Curriculum Development

    (a) Skill, Competency, and Knowledge Objectives
    (b) Job Task - Analyses.

4. Staffing Technical Institutes

    (a) Training and Experience
    (b) Certification
    (c) University - Training Programs.

5. The Student

    (a) Source and Recruitment
    (b) Characteristics
    (c) Full-time vs. Part-time
    (d) Placement.

6. Institutional Research.

Questions

1. What was the origin of the area vocational school?

2. Why has separate certification for faculty of vocational schools and post-secondary institutions been maintained?

3. Differentiate between vocational and technical education.

Readings

1. Venn, Man, Education and Work.

2. Federal Statutes.

3. Harris, Technical Education in the Junior Colleges, New Programs for New Jobs.

4. O'Toole, James, Work, Learning and the American Future, Jossey-Bass, 1977.

UNIT VI. THE COMMUNITY COLLEGE: BACKGROUND AND STUDENTS

Session 1: Background

1. Its Historic Antecedents.
2. Its Evolving Mission.
3. The Open Door Philosophy.
4. Its Critics and Champions.
5. Obstacles.
6. Promising Practices.

Questions

1. How would you gain public understanding of the concept of the open door?
2. How do you define the open door philosophy?
3. Describe three major obstacles to its implementation.

Readings

1. Cohen and Brawer, The American Community College, Chapter 1.
2. Cross, Beyond the Open Door.
3. Gleazer, Edmund G., Project Focus: A Forecast Study of Community Colleges, Chapters I and II.
4. Evans, N. Dean, Planning and Developing Innovative Community Colleges, Englewood Cliffs, N. J., Prentice-Hall, 1973.
5. The Open Door Colleges: Policies for Community Colleges, The Carnegie Commission on Higher Education, McGraw-Hill, 1971.
6. Roueche, John and Pitman, John, A Modest Proposal: Students Can Learn, Jossey-Bass, 1972.

Session 2: Its Students and Faculty

1. Numbers of Students.

2. Student Ability.

3. Ethnic Characteristics.

4. Goal Attainment and Dropout.

5. Issues Related to Faculty.

6. Burnout and Satisfaction.

Questions

1. Of what significance are full-time student equivalent (FIE) and head count in understanding enrollment statistics?

2. How did the GI Bill following World War II change the public attitude toward students of various abilities being given an opportunity for post-seocndary education?

3. Why is it necessary to understand the state differences in order to describe the student characteristics of community colleges of various states?

4. Define a dropout.

5. Identify three issues relative to the faculty of community colleges.

Readings

*1. Cohen and Brawer, The American Community College, Chapters II and III, pp 29-92.

2. Moore, Jr.,William, Against the Odds, the High Risk Student in the Community College, Jossey-Bass, 1970.

3. Roueche, J. E., "Accommodating Individual Differences," Community College Review, July-August 1973, 1, pp. 24-29.

4. Johnson, B. Lamar, Islands of Innovation Expanding: Changes in the Community College. Jossey-Bass, 1969, Chapter 10.

UNIT VII. THE COMMUNITY COLLEGE: GOVERNANCE AND FINANCE

Session 1: Governance

1. Legal Foundations

    (a) Types of State Systems
    (b) Levels of Legal Authority/Responsibility

        1. Statutes
        2. Regulations
        3. Policies
        4. Procedures
        5. Criteria.

2. Governance Structure

    (a) The Board of Trustees
    (b) Faculty Role in Governance
    (c) Student Role in Governance
    (d) Administrative Role in Governance.

3. Administrative Organization

    (a) Administrative Officers
    (b) Organization Designs
    (c) Functions and Lines of Authority
    (d) Multi-campus Systems.

4. Commmittee Structure

    (a) Types
    (b) Purposes
    (c) Policy Formulating Procedures
    (d) Problems.

5. Problems and Issues.

Questions

1. What is the explanation of the different types of state systems of community colleges?

2. What is the legal framework for community colleges in the State of Florida?

3. Explain the different philosophies for governance of the community college.

Readings

1. Cohen and Brawer, The American Community College, Chapter 4, pp. 93-126.

2. Richardson, et al, Governance for the Two-Year College.

Session 2: Finance

1. Funding Patterns.

2. Problems in Funding.

3. Issues.

Questions

1. What is the funding pattern for Florida community colleges?

2. Why do community colleges typically fare less well than public universities in getting appropriations increases from state legislatures?

Readings

1. Cohen and Brawer, The American Community College, Chapter 5, pp. 127-146.

2. Gleazer, Edmund G., Project Focus: A Forecast Study of Community Colleges, Chapters VII, VIII, and IX.

3. Wattenbarger and Cage, More Money for More Opportunity: Financial Support of Community College Systems, Jossey-Bass, 1974.

4. Bender, L. W., States, Communities, and Control of the Community College, American Association of Community and Junior Colleges, 1975.

5. Lombardi, J., Managing Finances in Community Colleges, Jossey-Bass, 1973.

UNIT VIII. THE COMMUNITY COLLEGE: CURRICULUM AND INSTRUCTION

Session 1: Curriculum and Instruction

1. Its Curriculum Development

    (a) Occupational Programs

        1. Determining Needs
        2. Design
        3. Industry/Business Articulation
        4. Use of Committees
        5. Problems and Issues

    (b) Transfer Programs
    (c) General Education/Integrated Curriculum.

2. Its Instruction

    (a) Old Methods
    (b) Original Knowledge Syndrome
    (c) New Technology
    (d) Emerging Practices.

3. Its Social Role.

Questions

1. How does a college cope with the rapidity of change in the high technologies in avoiding obsolescence of curricula, facilities, and faculty?

2. What is the typical life cycle of an occupational program advisory committee?

3. Why has the liberal arts been an area of debate within the community college?

4. Can a community college be held accountable for citizenship skills?

Readings

1. Cohen and Brawer, The American Community College, Chapter 6, pp. 147-168.

2. Evans and Heagley, Planning and Developing Innovative Community Colleges, 1973.

3. Gollattscheck, et al, College Leadership for Community Renewal: Beyond Community-Based Education, 1976.

4. Reynolds, The Comprehensive Junior College Curriculum, 1969.

Session 2: General Education

1. Historical/Philosophical Context.

2. Definitions.

3. Problems and Issues.

Questions

1. What is your definition of general education?

2. Why has general education encountered difficulties in the community?

3. Develop what you would recommend for a good general education curriculum in a community college.

Readings

1. Cohen and Brawer, The American Community College, Chapter 12, pp. 311-341.

UNIT IX. THE COMMUNITY COLLEGE: STUDENT SERVICES AND ARTICULATION

Session 1: Student Services

1. Differences of the commuter and the residential college relative to student services.
2. Guidance and Counseling.
3. Faculty Academic Advising.
4. Extracurricula Activities.

Questions

1. How are student services structured in community colleges?
2. Identify two issues relative to student services.

Readings

1. Cohen and Brawer, The American Community College, Chapter 7, pp. 169-190.
2. O'Banion, Terry, New Directions in Community College Student Personnel Programs, American College Personnel Association, Student Personnel Series, No. 15, 1971.
3. O'Banion and Thurston (eds.), Student Development Programs in Community Colleges, Prentice-Hall, 1972.

Session 2: Articulation

1. Evolution of Articulation Practices.

2. Contemporary Setting

   (a) Among Formal Institutions
   (b) Among/Between Levels of Institutions
   (c) Among/Between Agencies/Organizations.

3. Issues

   (a) Credit Recognition
   (b) Clock Hours Recognition
   (c) Proficiency Examinations
   (d) Credentialing Function
   (e) Financial Implication
   (f) Sponsorship/Control.

4. Trends

   (a) Toward Competency Based Measurements
   (b) Toward Fixed Achievement and Variable Time
   (c) Toward Individual's Composite of Skill, Competency and Knowlege Base Rather Than Credential
   (d) Toward Other Non-Traditional Approaches

      1. self-instructional methods
      2. taking instruction to students.

Questions

1. What was the derivation of articulation problems between and among institutions of higher education?

2. What forces developed to create articulation agreements and/or legislation?

3. What approaches could be used by a two-year college to assure successful transfer of students?

Readings

1. Bender, Articulation of Secondary and Post-secondary Occupational Education, Ohio State University, 1974.

2. Kintzer, Frederick, Middleman in Higher Education, San Francisco, Jossey-Bass, 1973.

3. Halstead, D. Kent, Statewide Planning in Higher Education, Washington, Government Printing Office, 1974, Chapter V, pp. 240-246.

UNIT X. THE COMMUNITY COLLEGE: COMPENSATORY AND ACADEMIC PROGRAMS

Session 1: Compensatory Programs

1. Basic Skills, Remedial, Developmental, Compensatory.

2. Decline in Literacy.

3. Problems and Issues of Compensatory Programs.

Questions

1. What is the position of the Florida legislature toward compensatory programs in community colleges?

2. Identify two issues related to such programs.

Readings

1. Cohen and Brawer, The American Community College, Chapter 9, pp. 223-250.

2. Roueche, J. E., "The Open-Door College: The Problem of The Lower Achiever." Journal of Higher Education, November 1968, 39, pp. 453-456.

3. Roueche, J. E., "Salvage, Redirection, or Custody?" Washington, D. C.: American Association of Junior Colleges, 1968.

4. Roueche, J. E., "Accommodating Individual Differences", Community College Review, July-August 1973, 1, pp. 24-29.

5. Roueche, J. E. and Kirk, R. W., Catching Up: Remedial Education, San Francisco: Jossey-Bass, 1973.

6. Post-secondary Education Planning Commission, "Meeting Students Needs For Remedial Education In Florida Colleges and Universities", Tallahassee, Florida, April 27, 1982. (Typewritten.)

Session 2: Academic Programs

1. Liberal Arts/Transfer Programs.

2. Reasons for Decline in Transfer Programs.

3. Transfer and Reverse Transfer.

4. Problems and Issues.

Questions

1. What explanation can be given for shifts in enrollment patterns?

2. Identify two problems associated with the collegiate function of the community college.

Readings

1. Cohen and Brawer, The American Community College, Chapter 11, pp. 283-310.

2. Zwerling, L. S., Second Best: The Crisis of the Community College, Mcgraw-Hill, 1976.

UNIT XI. THE COMMUNITY COLLEGE: CAREER EDUCATION AND COMMUNITY EDUCATION

Session 1: Career Education

1. Evolution of Occupational Programs.

2. Contemporary Occupational Programs.

3. Merging Academic and Occupational Programs.

4. Problems and Issues.

Questions

1. Why have occupations programs encountered status problems in some community colleges?

2. Why have occupational programs grown in popularity and numbers in recent years?

3. What are "1 plus 1 plans" and why are they necessary?

Readings

1. Cohen and Brawer, The American Community College, Chapter 9, pp. 191-222.

2. Harris and Grede, Career Education in Colleges: A Guide for Planning Two and Four Year Occupational Programs for Successful Employment, Jossey-Bass, 1977.

Session 2: Community Education

1. Community-based Education.
2. Life-long Learning.
3. Scope and Enrollments.
4. Funding Patterns.
5. The Growing Role of the Private Sector.
6. Problems and Issues.

Questions

1. Explain the philosophical difference in community-based design of instruction and the traditional higher education design.
2. Of what importance is enrollment counting in community education?
3. Identify your prediction (with reasons) for the future of community education programs in community colleges.

Readings

1. Cohen and Brawer, The American Community College, Chapter 10, 251-282.
2. Gollattscheck, et al, College Leadership for Community Renewal: Beyond Community-Based Education, Jossey-Bass, 1976.

UNIT XII. PROPRIETARY POST-SECONDARY EDUCATION

Session 1: Perspective and Background

1. Defined: Profit and Non-profit.

2. Philosophy and Evolution

   (a) Education/Training as a Commodity
   (b) Profit-motive and Quality
   (c) Free Enterprise and Responsiveness
   (d) World War I and World War II
   (e) The G. I. Bill.

3. Bogus Operations.

4. Types of Proprietary Schools

   (a) Special Purpose
   (b) Degree Granting
   (c) Comprehensive.

5. Contemporary Setting

   (a) Regulation and Control
   (b) Problems and Issues
   (c) Trends and Projections.

Questions

1. Why has there been a negative attitude by the general educational community toward proprietary institutions?

2. What role have proprietary institutions played in the evolution of post-secondary education historically?

3. What is the scope and magnitude of proprietary post-secondary education?

4. What special circumstances confront public post-secondary institutions in relationship to the proprietary sector?

Readings

1. Belitsky, Private Vocational Schools and Their Students.

2. Clark and Sloan, Classrooms on Main Street.

3. Fulton, "Proprietary Schools", Encyclopedia of Educational Research. (located in social science reference section, 2nd floor of Strozier Library.)

4. Trivett, David, Proprietary Schools and Postsecondary Education, ERIC on ERIC microfiche ED 090 889).

Session 2: Internal Aspects

1. Organization and Administration

    (a) Business Operation/Corporate vs. Institutional Pattern
    (b) General Organizational Pattern
    (c) Administration and Business Affairs
    (d) Budgeting: Source of Funds, Strategies, etc.
    (e) Evaluation and Planning.

2. Faculty and Staff of Proprietary Schools

    (a) Sources, Supply, Demand
    (b) Preparation, Training
    (c) Working Conditions and Patterns
    (d) Issues and Other Considerations.

3. Students of Proprietary Schools

    (a) Sources and Recruitment
    (b) Admission/Selection Criteria
    (c) Characteristics
    (d) Retention
    (e) Placement.

4. Curriculum Development

    (a) The Job
    (b) Other External Requirements.

5. Evaluation/Regulation

    (a) Employer
    (b) State
    (c) Accreditation.

Questions

1. How have proprietary institutions gained recognition in most states?

2. What is the fundamental difference in approaching the organization and operation of the institution by the proprietary sector?

3. Why have regional accrediting associations refused to include proprietary institutions in their membership?

Readings

1. "The Teaching Business," Barron's Weekly, April 8, 1968, pp. 11-16.

2. Harrington, Michael, "The Social Industrial Complex," Harper's Magazine, November 1967, pp. 55-60.

3. Ways, Max, "The Road to 1977," Fortune Magazine, January 1967, p. 96ff.

4. Trivett, David, Proprietary Schools and Postsecondary Education, ERIC (on Eric microfiche ED 090 889).

UNIT XIII. MILITARY AND CORPORATION POST-SECONDARY PROGRAMS

Session 1: Military Post-Secondary Education

1. Historic Purpose of Military Training.

2. Evolution of New Philosophy and the Voluntary Military Concept.

3. Military Differentiation of Training vs. Education.

4. Purposes of Training and Education.

   (a) For Military Role
   (b) For Personal Growth and Benefit Role
   (c) For Societal Role.

5. Types of Programs

   (a) Internal Programs
   (b) Cooperatives with External Institutions
   (c) Correspondence (U. S. A. F. I.)
   (d) Transfer of Personnel
   (e) Sponsorship of Personnel or Scholarships
   (f) Transition Program.

6. Problems and Issues.

Questions

1. What is the difference in meaning of training vs. education within the military?

2. What implications does the volunteer military concept have for the educational program of the military?

3. What problems exist between the attitude of the Pentagon and the attitude commanders of military installations as it relates to the societal role of military education?

Readings

1. Clark and Sloan, Classrooms in the Military.

2. Glick, Soldiers, Scholars and Society: The Social Impact of the American Military, 1971.

3. Shellburne, James and Groves, Kenneth, Education in the Armed Forces, Center for Applied Research in Education, 1965.

*4. Evans, R. M., "Military Curriculum Development." Educational Leadership. November 1981, Vol. 39, No. 2, pp. 121-124.

*5. Lamb, M. G., "A New Perspective of the Military's Potential Relationship with

Community Colleges." Community College Review, Winter 1980-81, Vol. 8, pp. 14-18.

*6. Wojciechowski, W. A., "Community College of the Air Force: Educational Innovation." Education, Summer 1976, Vol. 96, No. 4, pp. 343-349.

Session 2: Corporation Programs

1. Industrial Education/Training

    (a) Apprenticeship
    (b) Trainee
    (c) Specialization
    (d) Personnel Development.

2. Nature and Range of Programs

    (a) Internal
    (b) External
    (c) Credit.

3. Sponsorship - Examples

    (a) Armco Steel
    (b) General Electric
    (c) General Motors
    (d) IBM.

4. Organization and Administration

    (a) Personnel
    (b) Programming
    (c) Finance
    (d) Evaluation.

5. Cooperative Programs with Educational Institutions.

6. Problems and Issues.

Questions

1. Describe the General Motors Technical Institute and its nature.

2. What opportunities exist for cooperation between public post-secondary institutions and corporate training/education programs?

3. Explain the advent of corporation involvement in post-secondary education.

Readings

1. Heise, J. Arthur, The Brass Factories, Washington, Public Affairs Press, 1969.

2. "A Corporation by Day, A College at Night." Management Review (March, 1980): pp. 46-47.

3. Brazziel, William F., "College - Corporate Partnership in Higher Education." Educational Record, 62, (Spring 1981): pp. 50-53.

4. Brooks, Richard D. and Young, Bettie Burns, "Education and Business Developing

New Initiatives in Education - Work Relations." College Student Journal, 3, (Summer 1979): pp. 206-208.

5. Collins, Huntley, "Corporate Campus: Learning Your Way to a Better Job." Change, 11, (July/August 1979): pp. 67-68.

6. Cross, K., Patricia, "New Frontiers for Higher Education: Business and Professions." 1981 Current Issues in Higher Education, 3, (1981): pp. 1-7.

UNIT XIV. OTHER PROGRAMS EMERGING

Session 1: Governmental Post-Secondary Programs and Other Agencies and Organizations

Part I.

1. Definition.

2. Philosophy and Evolution.

3. Range of Programs

   (a) Department of Transportation
   (b) Department of Labor
   (c) Department of Forests and Waters
   (d) Department of Justice
   (e) State Police Academy.

4. Contemporary Setting.

5,. Problems and Issues.

Part II.

1. Community Groups and Agencies

   (a) YMCA, YWCA
   (b) Community Action Groups
   (c) Churches.

2. Volunteer Groups

   (a) Women's Clubs
   (b) Youth Groups
   (c) United Fund Agencies.

3. Problems and Issues.

Questions

1. What is the implication of program budgeting systems at the state level on governmental post-secondary education programs?

2. Describe at least three post-secondary educational opportunities available from governmental agencies in Tallahassee.

3. Identify post-secondary programs available through community groups within the Tallahassee area.

4. What problems and issues relate to these delivery systems?

Readings

1. Brown, Newell, After College, Junior College, and Military Service.
2. Comprehensive Employment Training Act of 1973.

UNIT XV. NON-TRADITIONAL APPROACHES

1. Nature and Definition.
2. Sponsoring Institutions and Agencies.
3. Correspondence Study.
4. The Student Clientele.
5. Implications for Post-secondary Education.

Questions

1. What implications does credentialing have for non-traditional approaches?
2. What proposals have been made for credentialing of individuals who have attained knowledge, understanding, and competencies through various non-traditional approaches?
3. Identify a major problem confronting non-traditional approaches during the next five years.

Readings

1. Cross, Patricia K. and Gould, Samuel B., Explorations in Non-Traditional Study, San Francisco, Jossey-Bass, 1972.
2. Regents External Degrees: College Proficiency Examination, University of the State of New York.
3. Wedemeyer, Charles A. and Chites, Gayle, New Perspectives in University Correspondence Study, Chicago, Center for the Study of Liberal Education for Adults.
4. Diversity by Design, Commission on Non-Traditional Study, San Francisco, Jossey-Bass, 1973.
5. Houle, Cyril, The External Degree, Jossey-Bass, 1974.

UNIT XVI. REVIEW AND EXAM

Session 1: Review of the Course.

Session 2: Final Exam.

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Soc. HM 101 B 45	Bennis, Warren G.	The Planning of Change
	Brown, Newell	After College, Junior College and Military Service
378.73 B884C	Brownell, Baker	The College and the Community: A Critical Study of HIE, New York, Harper & Row, New York, 1968.
Soc. LA 226 B75	Brubacher, John and Rudy, Willis	Higher Education in Transition, Harper & Row, New York, 1968.
370.9769 K37b v. 44, no. 2	Burnett, Collins W., Editor	The Two-Year Institution in American Higher Education, Lexington, University of Kentucky, 1971.
	Bushnell, David S.	Organizing for Change: New Priorities for Community Colleges, New York, McGraw-Hill, 1973.
UGR-HF 5381-B795	Butler, E. A.	Move In and Move Up, New York, MacMillan, 1970.
301 C2445	Caplow, Theodore	Sociology of Work, McGraw-Hill, New York, 1964.
	Carnegie Commission on Higher Education	Less Time, More Options, McGraw-Hill, New York, 19_.
Soc. LB 2328 C56	Cohen, Arthur M. and Associates	A Constant Variable, Jossey-Bass, 1971.
Soc. LB 2328 C57	Cohen, Arthur M.	Dateline '79' Heretical Concept for the Community College, Glencoe Press, 1969.
	Commission on Non-Traditional Study	Diversity by Design, San Francisco, Jossey-Bass, 1973.
DOC LC 237	Connecticut	Commission on Aid to HIE, Resources of Connecti-

		cut Colleges and Universities for Community Service Programs. Hartford, Conn., 196_.
	Cross, Patricia and Gould, Samuel B.	Explorations in Non-Traditional Study, San Francisco, Jossey-Bass, 1972.
Soc. HD 5715 P75	Dubin, S. S., Editor	Professional Obsolescence, Lexington, Massachusetts, 1971.
Soc. LC 1043 E5	Entwistle, Harold	Education, Work and Leisure, Humanities Press, New York, 1970.
	Evans, N. Dean	Planning and Developing Innovative Community Colleges, Englewood Cliffs, N. J., Prentice-Hall, 1973.
Soc. LV 1043 E87	Evans, Rupert N.	Foundations of Vocational Education, C. E. Merrill Publishing Company, Columbus, Ohio, 1971.
	Gleazer, Edmund G.	Project Focus: A Forecast Study of Community Colleges
UGR U 21.5 G546	Glick, Edward B.	Soldiers, Scholars and Society: The Social Impact of the American Military, Goodyear, 1971.
Sci. T 73 G69	Graney, Maurice R.	The Technical Institute, New York, The Center for Applied Research in Education, Inc., 1964.
Soc. HB 2581 H33	Hall, Richard	Occupations and Social Structure, Prentice-Hall, 1969.
Soc. LC 5219	Hallenbeck, W. C.	Adult Education Theory and Method: Community and Adult Education
	Halstead, D. Kent	Statewide Planning in Higher Education, Washington, D.C., Government Printing Office, 1974.
	Harlacher, Ervin L.	"New Directions for Community Services," Junior College Journal, 1968.
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		for Junior Colleges, 1964.
374 H333a	Havighurst and Orr	Adult Education and Adult Needs
	Heise, J. Arthur	The Brass Factories, Washington, D. C., Public Affairs Press, 1969.
378	Herge, H. C.	American Council of Education "Commission on Implications of Armed Services Education Programs," 1948.
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Vocational Journal

DRAFT

August, 1985

EDCI 260

THE TWO-YEAR COLLEGE
Fall, 1985

General Information

This course is designed for those persons who want to learn about the development, role, function, and programs of two-year colleges. The perspective and scope of this course conforms to other such courses throughout the country as we have exchanged (and borrowed from) syllabuses prepared by Professors Arthur Cohen (UCLA), James Hammond (ARKANSAS), and S. V. Martorana (PENN STATE).

General Objectives

In this course you will be expected to:

1. Create a plan for the development of a two-year college, based upon the latest principles and techniques of environmental analysis;
2. Explain the development of the role and function of the contemporary two-year college in American's system of post-secondary school education;
3. Demonstrate familiarity with prominent research investigations and reports relating to community colleges, their students, and their faculty;
4. Demonstrate an understanding of the curriculum and program of services in the contemporary community college;
5. Demonstrate familiarity with past and present leaders in the community college movement and their major contributions;
6. Explain the organization and administration of two-year colleges;
7. Define a perspective of the role of instructors and administration in the contemporary community college;
8. Describe significant problems and issues facing two-year colleges, and offer suggestions for the solution of these problems and issues;
9. Describe the future prospects of the two-year college.

Procedure

In the belief that higher-order learning takes place through application, this course has been designed as a simulation in which you will apply the

concepts and techniques on which the course is based. Each member of the class will play a role (or several roles) in the creation of a new two-year college, a process which will require mastery of the conventional course material as well as more sophisticated conceptual syntheses and evaluation. Orange County Community College (OCCC), a fictitious institution to be located in or near Chapel Hill, will be the focus of your planning activities.

First, you will serve as a member of the OCCC Environmental Scanning Committee. This committee will establish an environmental scanning taxonomy, identify and assign information resources to be systematically reviewed, and establish the OCCC environmental scanning system. Once these activities have been accomplished, the committee will be charged with responsibility for ongoing environmental monitoring to provide that information necessary for planning the structure and function of OCCC. Appendix A describes how to complete an OCCC scanning abstract and Appendix B illustrates the scanning system used at the University of Georgia Center for Continuing Education.

As a member of the OCCC Planning Committee, you will participate in decisions regarding the administrative structure, services, and curriculum of the college. (See Appendix C for a list of questions to which this committee must respond.) In this task you will have the benefit of outside consultants (the instructors, selected staff members of the N.C. Department of Community Colleges, and staff and faculty members of local two-year colleges). The committee will also have the resources of Davis Library, the course texts (see below), and, of course, the information amassed by the environmental scanning committee.

The following products will result from the activities of these committees:

1. A scanning system complete with scanning taxonomy and with abstracts filed and cross-referenced according to the taxonomy.

2. A series of issue briefs developed by individual members of the environmental analysis committee bearing on emerging issues which will affect the future of OCCC.

3. An organizational chart for the college with a corresponding description of personnel requirements and duties.

4. Policy statements describing the OCCC approach to governance, personnel, in-service training, student services, curriculum development, and instruction.

Examination

There will be a comprehensive essay final examination. Questions for the exam will be drawn from the objectives listed under "General Objectives" for the course and the questions listed in the study guide (see below). The purpose of the final is to give you an opportunity to synthesize the course material and

thereby develop an integrated conception of the structure and function of the two-year college.

Evaluation

Evaluation will be weighted as follows:

Examination 40

Issue Briefs (2) 30

Participation/discussion.... 30
(See Appendix D)

Each component will be subjectively determined in terms of work which is clearly outstanding (H), which is normally expected of graduate students at this University (P), or which is below normal expectations (L). In the event that the latter evaluation is rendered, we will turn in an incomplete (In) to the registrar and request a conference to determine what components need additional work in order for you to receive a satisfactory grade. An "L" or "F" is regarded as an option only after it is clear that repeated efforts to meet the requirements would be to little avail. Incompletes will not convert to a grade higher than "P" unless the incomplete is the result of illness or similarly unpredictable personal or family events.

Texts

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3. Morrison, J. L., Renfro, W. L., and Boucher, W. I. (1984). Futures research and the strategic planning process: Implications for higher education. Washington, D.C.: Association for the Study of Higher Education.

Instructors:

James L. Morrison, Professor of Education, is currently Vice President (Division J--Postsecondary Education), the American Educational Research Association. His dissertation (1969) focused on the role orientation of two-year college faculty members and their acceptance of the community college concept. He has also also investigated in developmental programs and practices in two-year colleges. His office is 120 Peabody Hall. Office hours are 10-3 on Tuesdays and by appointment. His office phone is 966-1354; home phone (Durham) is 493-1834. Please do not hesitate to phone him at home, but not after 6:00 p.m.

Edward Neal, Director of the Faculty Development Office, has worked in higher education since 1968 as a teacher, consultant, and administrator. He began his academic career at Pensacola Junior College (A.A. 1963). His dissertation dealt with teaching styles of university faculty, and his professional interests include faculty and instructional development in higher education. His office hours are by appointment (111 Dey Hall), phone 966-1289.

Nellie Hardie, Clinical Assistant Professor of Education and North Carolina Department of Community Colleges, ... (TBA)

Schedule

Date	Topic	Assignment
August 27	Course Orientation	Syllabus
September 3	Characteristics and Functions of the Two-Year College;	Copytron readings on topic; 1 Cohen and Brawer, Chapter 1.
September 10	History and Present Status of Two-Year Colleges	Copytron readings for topic 2
September 17	The External Environment of Two-Year Colleges Today; the OCCC Scanning Taxonomy	Morrison, Renfro and Boucher, pp. 1-40.
September 24	OCCC Environmental Scanning Committee: Issue Identification and Analysis Exercise	Morrison, Renfro and Boucher, pp. 40-107
October 1	OCCC Planning Committee: Establishing the Administrative Framework.	Copytron readings for topic 3; Cohen and Brawer, Chapters 4 and 5.
October 8	OCCC Planning Committee: Drafting Personnel Policies	Copytron readings for topics 4 and 5; Cohen and Brawer, Chapter 3.
October 15	OCCC Scanning Committee: Student Demographics; OCCC Planning Committee: Student Personnel Services	Copytron readings for topics 6 and 7; Cohen and Brawer, Chapter 2.
October 22	Fall Recess	
October 29	OCCC Planning Committee: Draft of Instructional Policy	Copytron readings for topic 8; Cohen and Brawer, Chapter 6

November 5	OCCC Planning Committee: Developmental, General Education, and Transfer Curriculums	Copytron readings for topics 9, 10, and 11; Cohen and Brawer, Chapters 9, 11 and 12.
November 12	OCCC Planning Committee: The Career Education and Outreach Curriculum	Copytron reading for topics 12, 13; Cohen and Brawer, Chapters 8, 10.
November 19, 26	OCCC Planning Committee: Emerging Issues Facing OCCC	Issue Briefs; Copytron reading for topic 14.
December 3	Wrapup	
As Scheduled	Final Exam	

focus outside of our college in our state

Study Guide

The following questions are grouped topically to assist you in learning the fundamental material in the course. These topics will also have application in your committee work and in writing your issue briefs.

Topic I: Characteristics and Functions of the Two-Year Colleges.

1. Define the role and function and the two-year college serves in American Society.
2. Differentiate the purposes and functions of traditional junior colleges, technical institutes, and comprehensive community colleges.
3. List ways the community junior college serves "all the needs of all the people."

Topic II: History and Present Status of the Two-Year College Movement.

1. Cite early leaders and enumerate ways they influenced the development of the two-year college movement.
2. Describe why junior colleges were established initially.
3. Discuss the changes in two-year college functions over the years. What explanation can you provide for these changes?
4. Describe the present status of the two-year college movement.
5. Explain the relationship between the "open door" policy and problems

of educational standards in the two-year college.

TOPIC III: Organization, Administration, and Finance.

1. Diagram a typical organizational chart for a community college.
2. Describe at least two approaches to governance now being used in community colleges.
3. Enumerate the different patterns used in financing community colleges, state the one you prefer, and defend your choice with a well reasoned argument.
4. State the various forms of local control not in use and state at least one advantage and disadvantage of each.
5. List the basic forms of state control/coordination now in use and state at least one advantage and disadvantage of each.

Topic IV: The Professional Staff: The Two-Year Administration.

1. Describe a profile of the typical Board of Trustees of a two-year college.
2. Define the preferred role of a board member.
3. Describe desired personal characteristics and the role of a typical community college president.

TOPIC V: The Professional Staff: The Two Year College Faculty Members.

1. Describe the major characteristics of two-year college faculty members. Be careful to distinguish between the attitudes, backgrounds, and economic strata of personnel associated with major instructional areas of the college, i.e., college transfer, vocational-technical, etc.
2. Summarize the research regarding faculty attitudes. Note the determinants of positive or negative attitudes in terms of background, etc. Discuss findings regarding various methods of "improving" attitudes.
3. List the major problems, concerns, and issues of the two-year college faculty. Be especially alert to changing trends in recent literature. Include in your analysis the concepts of rank, teaching doctorates, teaching unions, load requirements, new teaching techniques, and research.
4. List the major components of a comprehensive continuing in-service program.

5. Discuss the pros and cons of collective bargaining at the community college level.

Topic VI: The Two-Year College Student.

1. Give major reasons why students attend a two-year college.

2. Compare the aspirations and interests of two-year college students with their abilities and performances.

3. Discuss the typical problems two-year college students face and discuss ways two-year colleges attempt to help students find solutions to their problems.

4. Describe a profile of students in typical two-year colleges in terms of family background, personal background, objectives and purposes, etc.

Topic VII: Student Personnel Services

1. Cite difference existing among the functions of guidance, counseling, student activities, and student personnel services.

2. Describe the rationale for the two-year college providing student personnel services.

3. Outline the purposes and responsibilities of a student personnel service program.

Topic VIII: Instruction in the Two-Year College.

1. Distinguish between the claims of instructional excellence made by community colleges and their practices.

2. Describe at least five innovative instructional approaches being implemented in two-year colleges.

3. Enumerate several of the factors necessary to facilitate innovation and instructional improvement.

4. Cite four-five of the problems/issues which may prevent community colleges' instruction from reaching its full potential.

Topic IX Developmental Education.

1. Describe a profile of a "typical" student enrolled in most community college development programs.

2. Discuss methods being employed to serve these students.

3. Relate major issues and problems involved in serving these students.

4. Debate the statement, "The community college should not be in the business of offering developmental education courses."

Topic X General Education.

1. Give an acceptable definition of general education (citing sources).
2. Defend the proposition that general education is an important part of the two-year college curriculum.
3. Describe several types of programs or approaches for general education that are utilized at the two-year college level, which approach you favor and why.
4. Discuss some of the curriculum problems in general education and present suggestions to solve these problems.

Topic XI The Transfer Function.

1. Explain the basic principles of curriculum development.
2. Describe the forces that have influenced the development of the transfer curriculum in two-year colleges.
3. List the types of transfer programs that have been developed in two-year colleges.
4. Discuss the performance record and retention of transfer-oriented students: (a) in the two-year college and (b) when they transfer to the four--year colleges and universities.
5. List typical problems that two-year college transfer students have faced at the four-year colleges and universities.
6. Cite proposals that you would make to alleviate these problems.

Topic XII The Career Education Function.

1. Evaluate the two-year college performance in career education.
2. List examples of career programs that have been developed for career education in the two-year college.
3. Describe the role of the citizen advisory committees for the occupational curriculum.
4. Present solutions to ease the disparity between academic education and career (job-related) education.
5. Justify career programs in light of their relatively limited

enrollments and high costs.

6. Describe the kinds of problems two-year colleges face in developing an occupational curriculum and what might be done to solve these problems.

Topic XIII: The Outreach Function: Adult Education and Community Service.

1. Define community college adult education and community services.

2. Take and support a position on the role of community colleges in providing adult education and community services.

3. Enumerate the types of programs two-year colleges offer in adult education and community services.

4. Cite problems that exist for the two-year college in its effort to provide adult education and community services.

5. Present realistic solutions to these problems.

Topic VII: Student Personnel Services.

1. Cite differences existing among the functions of guidance, counseling, student activities, and student personnel services.

2. Describe the rationale for the two-year college providing student personnel services.

3. Outline the purposes and responsibilities of a student personnel service program.

Topic XIV: The Future of the Two-Year College.

1. Cite external and internal factors which are likely to have a significant bearing on the future of the two-year college.

2. Describe current issues regarding the organization and operation of two-year colleges.

3. Identify several major issues and controversies regarding the role of the two-year college in American education.

4. Make a well-reasoned prognosis as to the future of the private two-year college in American education.

5. Describe what seems to be the prospect for the community college concept to be adopted by other countries.

HOW TO BE AN ENVIRONMENTAL SCANNING MONITOR

The primary task of an environmental scanning monitor is to identify (1) good and objective descriptions of the current environment and (2) signals of potential change. Therefore, you need to abstract such items as analyses of perceived changes in societal values, an increase in worker dissatisfaction, or even changes in life expectancy. You should be particularly alert for forecasts about the future by known authorities, such as:

- By 1990 health care costs will equal 15% of the United States' gross national product.

- Between 1980 and the year 2000 life expectacy will increase by 5 years.

- In the year 2000, 40% of the world electrical power will be generated by nuclear power plants.

Articles which include time series information are often appropriate for abstraction. For example: In 1970, 35% of married women were in the labor force; by 1980 this percentage had risen to 49%.

TERMS

- A **trend** is a series of social, technological, economic or political characteristics which can usually be estimated and/or measured over time, such as the number of adults enrolling in continuing education programs since World War II. Trend information may be used to describe the future, identify emerging issues, and project future events.

- An **emerging issue** is a potential contoversy that arises out of a trend or event which may require some form of response. For example, during World War II, many married women entered the labor force for the first time. An emerging issue at that time would have been controversy over women's roles in the home and family.

• An **issue** is a controversy with defined stakeholder interests that requires some form of action. An issue for TIAA/CREF, for example, is the controversy over use of unisex actuarial tables for life insurance and pensions.

• An **event** is a discreet, unambiguous, confirmable occurrence which maks the future different than the past. An event would be passage of the "flat tax."

A major purpose of analyzing trends is to identify emerging issues which may affect the programs and administration of Orange County Commnity College. Identifying issues early on enables us to take advantage of upcoming opportunities or to plan for possible brush fires.

CRITERIA FOR ABSTRACTING

• Does the item represent events, trends, developments, or ideas that you have never before encountered?

• Does the item contradict previous assumptions or your own beliefs about what seems to be happening?

• Is the article from a surprising source, such as a liberal or conservative journal?

• Can you link the item to other abstracts which you have previously written or seen?

• Do the implications of the item have explicit or implicit bearing on the long-range program or management of OCCC?

WRITING AN ABSTRACT

An abstract is an easy-to-read digest of original material. (See attached example from the environmental scanning program at the University of Minnesota.) The goal is to write a concise, accurate presentation of the material that is fully understandable without

reference to the original source.

To begin the summary section, ask yourself, "If I had only a few minutes to describe this article to a friend, what would I say?" What is the most important idea or event that indicates change? Your response to this question should be the lead sentence of the abstract. Follow this sentence with development and explanation. Use quotation marks to make it clear when you are making direct citations from the text. Whenever possible, include statistical data. Limit the summary to no more than one-half page of single-spaced, typewritten copy.

The implications section of the abstract is where you respond to the question, "How will the information in this article affect OCCC's programs or management?" You might also include a list of those emerging issues suggested by the article, a description of future events you see occurring as a result of the trend identified by the article, and/or an identification of issue stakeholders if they are not listed by the article.

Speculation about implications is a part of the scanning and abstracting process. Here you try to determine an item's potential for affecting other facets of the social environment and/or OCCC. There are no "right" answers in this section. Note, however, that some articles may offer no implications that are immediately apparant. The analysis and evaluation committee, with the benefit of related abstracts from your colleagues, may be able to detect implications that a single monitor cannot.

Limit your abstract to one page, somewhat equally divided between the summary and implications sections.. Pay special attention to correctly citing the periodical (title, date, and page numbers).

Each abstract should contain the following information in the indicated order:

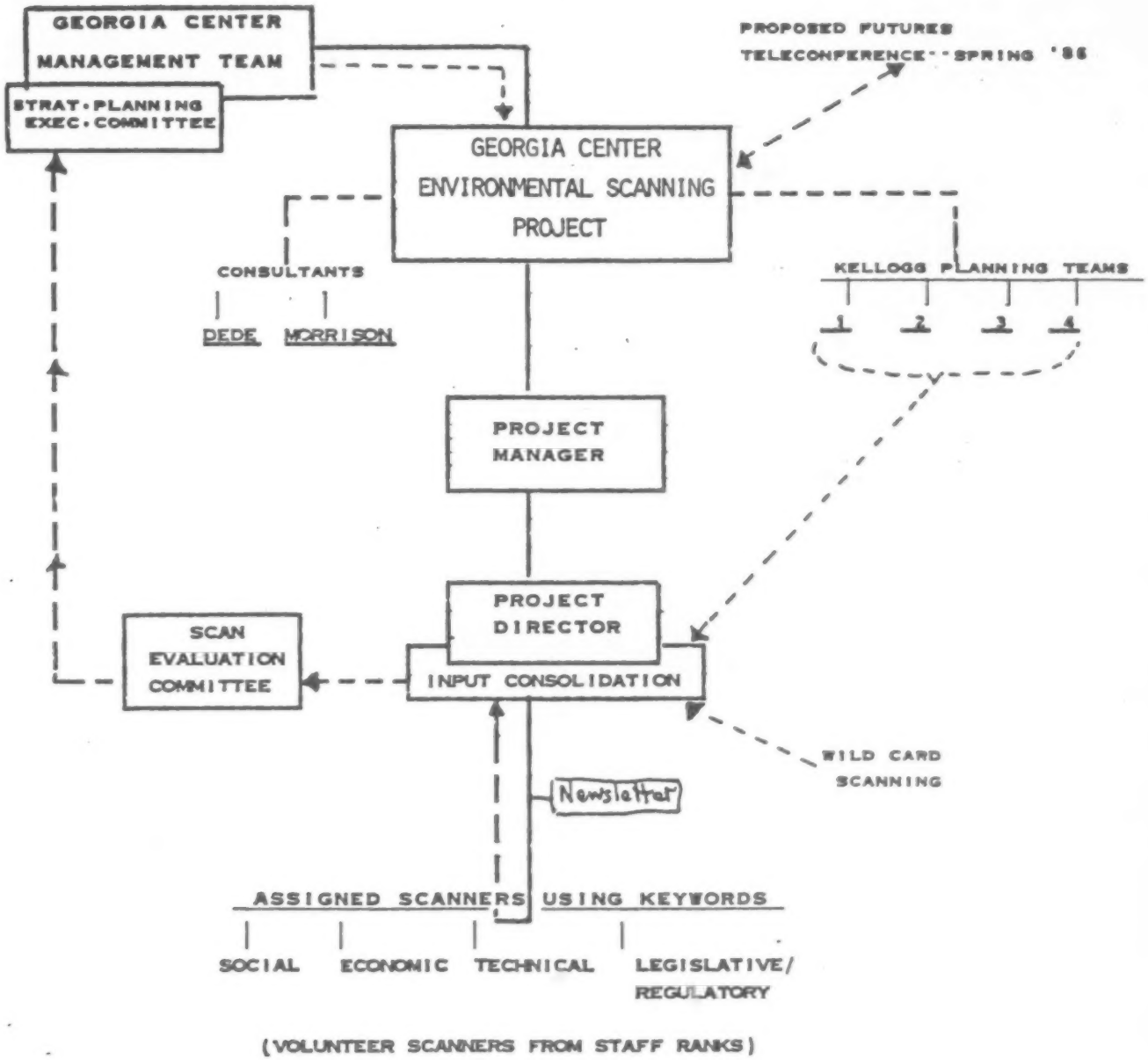
Title of article:
Author:
Publication:
Date: Pages: Vol.: No.:

Summary:
Implications:
Monitor's Name:

Appendix B

INITIAL MODEL

Georgia Center Environmental Scanning Project



(VOLUNTEER SCANNERS FROM STAFF RANKS)

Notes:

1. SCAN would be a project of Center management with Dr. Simpson serving as Project Manager.

2. Chris Dede has recommended Dr. Jim Morrison, University of North Carolina at Chapel Hill, to serve as consultant to SCAN. Dede will continue as general consultant to the Kellogg Project and as special consultant to the proposed NUTN teleconference on futures research.

3. In addition to providing a futures perspective to the Center's strategic planning, SCAN can also serve to enhance staff and organizational renewal.

MARCH, 1985/DLMC

Appendix C

Questions Facing the OCCC Planning Committee

1. Institutional Objectives
   What will the objectives of the college? Are the objectives realistic? Relevant? Who will be best served by the college? Least? Will the college strive "to meet all the needs of all the people"?

2. Curriculum and Instruction
   List the different curricula offered at the college. Approximately how many full- and part-time students will be in each curriculum? Is there a developmental program? Who would be the "typical" developmental students, and how will he or she be served? How is success measured? How is the developmental program integrated with the rest of the curriculum? How much importance will be placed on the college transfer program?

   Which career education programs will best serve the particular needs of local business/industry? Will citizen advisory groups have a role in the development of the occupational curriculum? Are proprietary schools or industrial training programs a threat?

   Who will develop the various curricula at the college?

   Will curriculum programs be offered other than in the daytime?

3. Administration and Governance
   What is the administrative structure of the college? What are the functions of the various administrators? Describe divisional/departmental arrangements of the college.

   How will the institution be governed? Will you have collective bargaining?

   Describe the functions of the Board of Trustees. How will board members be chosen? How long will they serve?

4. Students
   Describe the "typical" student at the college? How will he/she compare to students at other two-year colleges? What types of non-traditional students will be served? Do you anticipate that most students who enter the institution will receive a credential?

5. Student Personnel Services
   What non-instructional services will be offered at the college? What will be the counselor/student ratio? How will students be advised into the various curricula? Do you anticipate that the "cooling out" function seem will be in evidence? What tests will be administered to incoming students? Will anyone be turned away? What types of financial aid will be available? How extensive will be the student activities program? How will veterans be

served? What services will be provided for evening students?

6. Community Service
What effort will the OCCC make to reach non-traditional students? What information services will be required. Will extension courses be offered through the continuing education program? How do you view the future of continuing education? Will any programs be offered for prison inmates, the elderly, and the mentally retarded? Will the institution serve new industry in the area? How will OCCC cooperate with business and industry? What community services will be offered?

7. Facilities
Will the facilities be accessable for the handicapped? Will the facilities be flexible, i.e., geared to a variety of uses?

Appendix D

Guidelines for Participation in Group Activity

Purposeful learning primarily is a task-oriented process. The obvious reason for pursuing it in a group format is to bring to bear a far greater variety of cognitive resources and affective supports for pursuit of the task than would be available for any one of the group members acting independently. Research indicates that small-group discussion is more effective than virtually any other educational technique for the acquisition of problem-solving skills and for fostering critical thinking.

In an effective group, the processes of discussion involve cooperation and sharing of ideas, thereby improving individual judgment. In effect, the pooling of ideas in the group allows individual members to correct deficiencies in evidence and reasoning better than they could on their own.

However, the advantages of small-group work can only be realized if certain conditions are met. First and foremost, effective discussion presupposes adequate preparation. The individual must share an equal part of the group burden to ensure equal distribution of the work and to benefit the most from the exercises.

Second, group members must decided to give the process a good-faith effort and avoid playing destructive roles. If you believe that group discussion is an unconscionable waste of your time, then it will become one. Keeping an open mind, cooperating with the group, and trying to make the technique work will return many benefits.

Third, small-group techniques necessitate well-developed skills in communication. Not only is clarity of expression important, but the art of listening--actually hearing what the other person is saying--must be practiced. Here are some helpful guidelines to assist you in this task:

1. Challenge opinions you do not agree with by offering your opinion and then supporting it with evidence from the course material. Specificity is important.

2. Be willing to change your mind when someone shows you an error in your opinion or your use of the facts.

3. Ask for clarification of any point or term you do not understand. Clarification is vital to your own learning and lack of it can cripple the group's effectiveness as well.

4. Stick to the subject. Do not introduce matters that have no connection to the problem being discussed. Staying on task is extremely important, for time is a precious resource.

5. Listen carefully. Don't be so preoccupied with your own ideas that

you couldn't give a summary of what others are saying.

6. If someone else makes more or less the same point you wish to make, don't repeat it.

7. Don't continue to talk <u>after</u> you have made your point.

8. Finally, remember that it is <u>your</u> responsibility to contribute to the solution of the task at hand. Non-participation will contribute nothing to your own learning and will seriously hamper the effectiveness of the group as a whole.

Periodically, you will be asked to evaluate the effectiveness of the technique as it is being applied in this classroom. Your comments are welcome at any time, particularly if you have constructive suggestions for improving the effectiveness of the task groups. You will also have opportunities to evaluate your fellow group members with respect to their communication skills, participation in group work, and contributions to task solutions. The purpose of these peer evaluations is primarily to provide feedback to improve their performance, but a portion of their course grade will depend on how well they perform as a group member, and your evaluation will affect that grade. A sample evaluation form appears on the following page.

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi,models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

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